

DOCUMENT RESUME

ED 439 493

EA 030 301

AUTHOR Joyce, Bruce; Calhoun, Emily; Hopkins, David
TITLE The New Structure of School Improvement: Inquiring Schools and Achieving Students.
ISBN ISBN-0-335-20294-2
PUB DATE 1999-00-00
NOTE 267p.; Foreword by Peter Mortimore.
AVAILABLE FROM Taylor and Francis Group, 7625 Empire Drive, Florence, KY 41042 (\$29.95). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); Web site: <http://www.taylorandfrancis.com/BOOKS/borders.htm>; e-mail: mkitsock@taylorandfrancis.com.
PUB TYPE Books (010) -- Information Analyses (070) -- Reports - Evaluative (142)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Board of Education Policy; Elementary Secondary Education; Foreign Countries; *School Effectiveness; *Student Improvement
IDENTIFIERS England; *Local Education Authorities (United Kingdom); United States

ABSTRACT

Site-based management has failed to generate change significant enough to increase student learning even where principals, leadership teams, and faculties have had extensive Organizational Development training. The problem may lie in the nature of the workplace rather than in the reasonableness of the theory. This work presents a structure of school improvement built by comparing the differences between schools that regularly generate unexpectedly high levels of student learning and those where student learning is normal. The former schools are self-renewing, and the process creates ongoing, disciplined inquiry, promoting the continuous study of student learning and initiatives to improve achievement in academic, personal, and social fields. Schools as workplaces include study time for teachers, continuous staff development, and schools governed by staff, parents, community agencies, business partners, and local district personnel. (Contains a 27-page bibliography and an index.) (DFR)